

# Literacy Development Activity

(Preparing Students to Interact Successfully with Audio, Computer, Print, and Video-based Texts)

## Purposes:

- To engage students with audio, computer, print, and video-based texts as a means of improving their literacy skills in Spanish
- To prepare high quality, effective, supplemental activities by applying best practices in instructional design and Spanish pedagogy

## Instructions:

1) Select one of the following kinds of text:

- ⇒ Audio-based text (a CD, record, streaming audio, or tape of an interview, song, speech, or story)
- ⇒ Printed text (an advertisement, children's book, essay, magazine article, newspaper article, online text, reading from a textbook, short story, or web page)
- ⇒ Video-based text (a short clip from a movie, textbook video, or teacher-made video)

2) Prepare an activity sheet for one, 10- to 15-minute activity in Spanish based on the text you have selected to provide contextualized input for 1<sup>st</sup> year language learners. Consider the following questions as you plan:

- a) Have I selected a **quality text** that lends itself to the development of multiple literacies? (i.e., Is the text relevant to my unit? Is it easily seen/heard? Will students find it interesting or moving? Is it developmentally appropriate for the age of my students? Is it anchored in culture? Can I use it to develop students' language skills?)
- b) What is my primary **purpose** in having students interact with this particular text? (i.e., to activate prior knowledge about conceptual content, present cultural content, expose students to real life examples of grammatical patterns and structures, stimulate communication about social issues, generate questions about thematic content, etc.)
- c) Is the text I have selected too difficult for 1<sup>st</sup> year language learners? If so, do I think the text is valuable enough to consider how I might **edit the task instead of the text**? Is there another piece of text that would better suit my purpose?
- d) What tasks will I ask students to do that will activate their **prior knowledge and/or experiences** regarding the concepts, contexts, culture, grammatical structures, and vocabulary inherent in this text? (i.e., What do students already know that might help them better understand the text?)
- e) Have I asked students to participate in **meaningful tasks** that deeply engage them with the content of the audio, print, or video text (instead of just passively reading, watching, or listening to it)?
- f) Have I **scaffolded** (organized, chunked, patterned, structured, sequenced, and spiraled) the activity to ensure that students will be able to successfully overcome the challenges associated with this particular text?
- g) Have I included an element of **closure** in the activity that allows students to consolidate and further process their learning?
- h) What **audiovisual equipment** will I need in order to facilitate this activity?